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1,500—July—1915

Ontario Department of Education

SYLLABUS

OF

Regulations and Courses

FOR THE

English-French Model Schools

AT

Ottawa, Sandwich, Sturgeon Falls
and Vankleek Hill

SESSION 1915-16

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY OF ONTARIO

TORONTO:
Printed by L. K. CAMERON, Printer to the King's Most Excellent Majesty
1915

Printed by
WILLIAM BRIGGS
Corner Queen and John Streets
TORONTO

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The English-French Model Schools of Ontario, 1914-15

LOCATION AND PURPOSE

1.—(1) The English-French Model Schools are situated at Ottawa, Sandwich, Sturgeon Falls and Vankleek Hill, and will be conducted if a sufficient number apply for admission.

(2) The purpose of the English-French Model Schools, including the affiliated Schools, is to prepare students for certificates of the Third Class, by training them in the theory and the art of organizing, governing, and instructing the pupils of the English-French Public and Separate Schools of the Province; and to improve the general culture of such teachers, and, in particular, their academic preparation for teaching the subjects prescribed in the course of studies of such schools.

(3) (*a*) At Sandwich, Sturgeon Falls and Vankleek Hill, such Public and Separate Schools as may be affiliated are used for the purposes of observation and practice teaching by the teachers-in-training.

(*b*) At Ottawa the affiliated English Separate Schools are used for the purpose of observation, and the affiliated English-French Separate Schools for the purposes of observation and practice teaching by the teachers-in-training, and for the teaching of model lessons by the staff of the Model School, and by such teachers of the affiliated English-French Separate Schools as the Principal of the Model School may designate for this purpose.

SESSION

2.—(1) The next session of the English-French Model Schools will begin on Wednesday, the 1st day of September, 1915, and end on Friday, the 16th day of June, 1916.

(2) There are two vacations, as follows:

At Christmas, beginning on Saturday, December 18th, 1915, and ending on Monday, January 3rd, 1916; and

At Easter, beginning on Thursday, April 20th, 1916, and ending on Monday, May 1st, 1916.

(3) The daily session shall be one of five hours, exclusive of recesses. Saturday shall be a holiday.

CONDITIONS OF ADMISSION

3.—(1) Application for admission shall be made to the Deputy Minister not later than August 21st, 1915, on a form to be supplied by him.

(2) With his application to the Deputy Minister, the applicant shall submit on official forms the following certificates:—

(*a*) A certificate from competent authority that he is a British subject.

(*b*) For admission to the Junior Course at Sturgeon Falls, a certificate from competent authority, that he will be at least fourteen years of age on or before September 1st, 1915.

(*c*) For admission to the Course at Ottawa, Sandwich, and Vankleek Hill, or the Senior Course at Sturgeon Falls, a certificate from competent authority that he will be at least sixteen years of age on or before September 1st, 1915.

(*d*) A certificate from a clergyman, or other competent authority, that he is of good moral character.

(*e*) A certificate from a physician that he is physically fit for the work of a teacher, and, especially, that he is free from serious pulmonary affection and from seriously defective eyesight or hearing.

(3) The applicant shall also forward with his application one of the following:—

(*a*) For admission to the Junior Course at Sturgeon Falls, a certificate of having passed (*a*) the Junior High School Entrance examination or an equivalent or a higher Ontario examination; or (*b*) the Brevet d'Ecole Modèle examination of Quebec.

(*b*) For admission to the Course at Ottawa, Sandwich, or Vankleek Hill, or the Senior Course at Sturgeon Falls, a certificate of having passed (*a*) the examination for Entrance into the English-French Model Schools, or an equivalent or a higher Ontario examination; or (*b*) the District Certificate examination of 1904 or any subsequent year; or (*c*) the Brevet d'Ecole Académique examination of Quebec.

(4) Before admission to the Course at Ottawa, Sandwich, or Vankleek Hill or to the Senior Course at Sturgeon Falls, the candidate shall pass at the school an oral examination in English and French Reading and Conversation, and a written examination in English and French Grammar, Composition, and Spelling, unless he has already passed the examination for Entrance into the English-French Model Schools. These examinations, both oral and written, shall be of the same standard as the examination for Entrance into the English-French Model Schools, and shall be conducted by the staff of the school, and the results shall be settled by the Principal.

(5) (*a*) If a candidate's application is approved, he shall attend the Model School to which he is assigned by the Minister. He will receive a card of admission from the Deputy Minister, and without such card he shall not be admitted.

(*b*) Unless specially authorized by the Minister of Education, teachers-in-training will be required to attend the Model School which is nearest to their homes.

NOTE.—No one will be admitted to an English-French Model School who does not agree, if successful in obtaining a teacher's certificate, to teach thereon in the English-French Schools of the Province of Ontario for which his certificate is valid, for at least the first year of his subsequent teaching experience. A violation of this agreement will lead to the cancelling of the teacher's certificate.

TRAVELLING EXPENSES AND BOARD

4.—(1) The Department of Education will pay $3.00 per week of the cost of the board and lodging of those teachers-in-training who have been in attendance at an English-French Model School, and whose ordinary place of abode is in Ontario, and more than three miles from Ottawa, Sandwich, Sturgeon Falls or Vankleek Hill, as the case may be. In the case of residents of the Province of Ontario, the Department will also pay the railway and boat fare of all such going to the School from their homes at the beginning of the session and returning to their homes at its close; and, in the case of non-residents of the Province of Ontario, it will pay the railway and boat fare of all such going to the School from the station situated in Ontario nearest their homes and returning to the same station at the times specified above.

The foregoing allowances will be paid as follows: Part in the month of February for attendance till January 31st and railway and boat fare to the school, and the balance in July for attendance during the rest of the session and return railway and boat fare.

(2) Every teacher-in-training who accepts the aid proffered above shall, on admission, sign an agreement to teach in the English-French Public and Separate Schools of the Province of Ontario for three years or to reimburse the Department of Education at the rate of one third of the total value of such aid for each unexpired year of the above mentioned three-year period.

(3) All teachers-in-training are required to secure standard certificates from the local agent when purchasing their tickets. These certificates should be deposited with the principal upon the student's arrival at the School and shall forthwith be forwarded by him to the Department.

DUTIES OF PRINCIPALS AND ASSISTANTS

5.—(1) Subject to the regulations and to the approval of the Minister of Education, the Principal of each Model School shall prescribe the duties of his staff and of the teachers-in-training and shall be responsible to the Minister for the efficiency of the Model School.

(2) The members of each staff of the affiliated Schools shall be appointed by the Board, but their appointment shall be subject to the approval of the Minister. For Model School purposes they shall be subject to the authority of the Model School Principal.

DUTIES OF TEACHERS-IN-TRAINING

6.—(1) Teachers-in-training shall board and lodge only at such places as are approved by the Principal.

(2) Teachers-in-training shall attend regularly and punctually, and shall submit to such discipline as the Principal may prescribe.

(3) Teachers-in-training who are unduly defective in scholarship, whose physical condition unfits them for teaching, or whose conduct or progress is unsatisfactory, may, if the Principal so decides, be dismissed by him at any time during the session from further attendance at the Model School.

(4) Teachers-in-training who absent themselves from attendance must present to the Principal, satisfactory reasons for their absence, and failing in this, shall not be re-admitted.

(5) Teachers-in-training who fail to attend regularly shall, unless for reasons satisfactory to the Minister, forfeit their claim to the allowances specified under Section 4 (1).

TEXT-BOOKS

7.—(1) Each teacher-in-training shall bring with him the text-books he has been using at school.

(2) Each teacher-in-training in the Junior Course at Sturgeon Falls will be provided with any additional text-books he may need for the course for admission into the English-French Model Schools.

(3) Each teacher-in-training in the Course at Ottawa, Sandwich, and Vankleek Hill and the Senior Course at Sturgeon Falls will be provided with the following text-books needed for the course:

I. For Academic work:

(*a*) Such additional text-books prescribed for the High, Public, and Separate Schools, as may be found necessary.

(*b*) Les Frères des Ecoles Chrétiennes: Leçons de Langue Française (Cours Supérieur).

Charles Leroy: Lectures graduées et leçons de littérature.

Les Frères des Ecoles Chrétiennes: Cours théorique et pratique de Style.

Magnan et Tremblay: Nouvelle méthode de Langue Française.

II. For Professional work:

(*a*) Ontario Normal School Manuals: The Science of Education, School Organization and Management.

The Syllabus of Physical Exercises for Public Elementary Schools.

Manners: McClelland and Goodchild, Toronto.

(*b*) Une réunion de Professeurs: Enseignement de la Lecture (Méthodologie).

Haustrate et Labeau: Cours complet de pédagogie.

III. For work in the Practice Schools:

Such additional text-books used in the Practice Schools as may be necessary.

LITERARY SOCIETY

8. A Literary Society for general culture and for professional advancement shall be established in each Model School, and shall be fostered by the staff as an important part of the course of study. It should begin immediately after the work of organization has been completed, and should meet once each week until the special review for the final examination begins. The programmes should include essays, debates, recitations, and the reproduction of suitable scenes from standard plays.

EXAMINATIONS

9.—(*a*) The final standing of the teacher-in-training shall be determined on the combined results of his Sessional Records, a final examination in June, based upon the courses as laid down in this Syllabus, and his observation and practice-teaching records.

(*b*) The Sessional Records shall consist of the class tests and home exercises in each subject and an examination at Christmas.

(*c*) The final examination papers in Groups I and II shall be prepared by the Department and in Group III by the staff of each school. The answer papers shall be read by the staffs and the results settled by the Department.

(*d*) The examinations in Groups II and III, below, shall include a thorough test of the academic qualifications of the teacher-in-training.

(*e*) At the examinations in the subjects of Groups I and II, enumerated below, there shall be one paper in each subject and the maximum marks for each subject shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examinations. In the case of literature, Composition, and Grammar, the final examination papers shall be divided into two sections Part A, English, and Part B, French, and the marks for each of these subjects shall be distributed as follows: 30 for the Sessional Records, 35 for Part A, and 35 for Part B of the final written examinations.

Group I.—Science of Education, School Organization and Management.

Group II.—Composition (English and French), Grammar (English and French), Literature (English and French), Geography, Arithmetic, History.

(*f*) At the examinations in the subjects of Group III, enumerated below, there shall be one paper in each subject and the marks for each subject, except Manners, shall be 100, distributed as follows: 30 for the Sessional Records and 70 for the final written examination. In the case of Manners, the maximum marks shall be 50, distributed as follows: 25 for general deportment on the report of the staff, and 25 for the final written examination.

Group III.—Writing, Reading (English and French), Oral Composition (English and French), Spelling (English and French), Hygiene, Nature Study, Art, Physical Culture, Music, Manners, School Law and Regulations.

Group IV.—The final standing of the teacher-in-training in Observation and Practice-teaching, Group IV, shall be determined by the staff upon the marks awarded him in these subjects during the session and more especially towards the close thereof, after an introductory course of lessons in each. The maximum marks for Practice-teaching shall be 1,000, and those for Observation lessons 200.

CERTIFICATES

10.—(1) A teacher-in-training who, at the final examination, obtains 40 per cent. of the marks in each subject and 60 per cent. of the aggregate of the marks for each of Groups I, II, and III, and 60 per cent. of the marks obtainable in Group IV, may, on the recommendation of the staff

be awarded an English-French Third Class certificate, valid for five years in an English-French School, and under the conditions specified in Section 1 (3) and Recommendation 9 of Circular 30½.

(2) A teacher-in-training who fails at the final examination in one or more of Groups I, II, and III, but who passes in Group IV, and makes 35 per cent. of the marks in each subject, and 55 per cent. of the aggregate of the marks in each of Groups I, II, and III, may, on the recommendation of the staff, be granted an English-French District certificate valid for two years in an English-French School. He may thereafter, upon the recommendation of the Inspector, be permitted to take one or more groups at a time, and upon passing in the Group or Groups in which he has failed, will be granted an English-French Third Class certificate without attending a second session. All other candidates who fail shall attend a second session.

Renewal of Certificates

(3) Holders of Professional English-French Third Class certificates who are actually and regularly engaged in teaching and who pass in Groups I, II, and III of the final examination of an English-French Model School or of the Second Professional Course of an English-French Summer Model School may, on the recommendation of the Inspector under whom they last taught, be granted English-French Third Class certificates, valid as provided in Section 1 (3) and Recommendation 9 of Circular 30½, for five years from the date of issue. For such candidates each subject in Groups I, II, and III shall be valued at 100 marks and the pass standard shall be 40 per cent. of the marks for each subject and 60 per cent. of the aggregate of the marks from each Group.

COURSES

11.—(1) The Junior Course of Study at Sturgeon Falls shall cover a period of two school years, and shall be the academic course prescribed for Entrance into the English-French Model Schools. (See High School Regulations, Departmental Examinations).

(2) The Course of Study at Ottawa, Sandwich and Vankleek Hill, and the Senior Course at Sturgeon Falls, shall cover a period of one school year, and shall be both academic and professional, as follows:

(*a*) A thorough review of the Public and Separate School Courses from the standpoint of Pedagogy and the requirements of the Public and Separate Schools.

(*b*) Special instruction in Writing, Art, Physical Culture, Hygiene, Vocal Music, Sewing, School Law and Regulations, English Reading, French Reading (including Literature), French Grammar, and French Composition (including Spelling).

(*c*) The Science of Education, Special Methodology and School Organization and Management.

The academic review and the special methodology of each subject should as far as possible be taken up concurrently.

(*d*) Supervised Observation in the affiliated schools.

(*e*) Supervised Practice-teaching in the affiliated schools.

Note.—In the Model School itself the language of communication and instruction shall be English, except in the teaching of French Reading, Grammar, and Composition, for which French may be used. In the affiliated schools the provisions of the Regulations for English-French Schools shall prevail.

ORGANIZATION OF THE COURSES

12.—(1) In the first four weeks of the Session, the following introductory courses shall be given by the Principal:

(*a*) An elementary academic review of the following subjects:

Reading, Literature, Grammar, Oral and Written Composition, Geography, History, Writing, Arithmetic, Vocal Music, Art, and Nature Study.

(*b*) The prime essentials of the Science of Education, and of School Organization and Management.

(2) Two periods of each day of the fourth week shall be spent in a course of observation of the organization and management of the school and of the work done by the teachers in the different forms of the affiliated schools under the supervision of the Principal, who shall each day discuss with the teachers-in-training the results of such observation.

13. After the completion of the Introductory Course:—

(1) The course in the Science of Education and the course in School Organization and Management should each be taken up three periods a week until finished; and

(2) The total number of lessons for each of the following subjects should be, as nearly as practicable, as follows:

The Science of Education and School Organization and Management, each 60; Manners, 5.

(3) The number of lesson-periods per week for each of the following subjects should be, as nearly as practicable, as follows:

French: Reading (including Literature), Composition, Spelling, and Grammar, 6; Art, 2; Vocal Music, 1; Physical Training, 1; Writing and Book-keeping, 1; Literary Society, 1; Observation and Practice-teaching, 4 (minimum); Religious Instruction, 1. Practice in Singing should also be given for a few minutes from time to time between lesson periods, and in Physical Exercises at recess.

NOTE.—School Law and the Ontario Public Health Act and Regulations should be taken up towards the close of the course.

(4) The provision for the other subjects of the course shall be made by the Principal in accordance with the amount of time at his disposal and the necessities of the teachers-in-training.

(5) To prevent the dissipation of energy which would result from the concurrent study of a large number of subjects diverse in content, the system of intensive study should be followed so far as circumstances will permit. In the order of the courses and the grouping of the subjects, due regard should be had to the character of each subject and its natural relations, and to the logical development of the courses and their relative functional value in the pedagogy of the Public and Separate School courses of study. When a subject has been finished, it should from time to time be reviewed with a further extension of the most important parts, having due regard to its character and importance.

(6) For the more important subjects, lesson-periods of forty minutes each are recommended.

(7) The following principles of selection and order should be observed:

(*a*) Arithmetic should be taken about three periods a week for about the first six months. It should then be continued with at least one period a week to the end of the session.

(*b*) The subjects of the groups, Geography and History; Language, Grammar, and Composition; and Phonics, Voice Culture, and Reading, should be related in organization; Geography, Composition and Grammar, and Phonics and Voice Culture preceding in their respective groups.

(*c*) In Nature Study the Biological side should be given special attention during the Autumn and the Spring.

OBSERVATION AND PRACTICE-TEACHING

14.—(1) (*a*) The Introductory Courses provided for in Regulation 12 (1) and (2) shall be followed by systematic Observation and Practice-teaching, the minimum number of Observation lessons being 30 and of Practice-teaching lessons, 25; but these numbers shall be increased to meet the necessities of individual teachers-in-training.

(*b*) The teachers-in-training shall be divided into suitable groups, and the work of Observation and Practice-Teaching shall be taken up systematically according to the time-table as arranged from time to time by the Principal of the Model School with the Principal of the affiliated Public or Separate School. As often as practicable, a member of the staff shall accompany the teachers-in-training in both the Observation and Practice-teaching courses.

(*c*) After observing the lesson, the teachers-in-training shall submit a report upon it to the grade teacher concerned for the discussion thereof.

(*d*) At least that group to which the teacher-in-training belongs shall take part in the discussions on his Observation and Practice-teaching lessons.

(*e*) The Observation and Practice-teaching lessons for each teacher-in-training shall, as far as practicable, be arranged so as to cover the work of the English-French Schools in all subjects and in all grades.

(*f*) The necessary applications of the Science of Education and of Methodology shall be made systematically by the Model School staff in connection with the Observation lessons and the Practice-teaching; so that the course may be taken up in terms of the child's mind and growth.

(2) (*a*) Model lessons for Observation by the students shall be taught by the staff of the Model School and by the teachers of the affiliated School in accordance with the regular time-table of such School.

(*b*) Before teaching an Observation lesson, the Principal of the Model School, or the Principal of the Public School, or the Model School Assistant, as the case may be, who presents the lesson should outline briefly upon the blackboard the points to be brought out in the lesson, and the relation to be established with the previous work of the class.

(*c*) Teachers-in-training shall be notified by the grade teacher through the Principal of the Model School of the subject and the scope of the Observation lesson, and shall prepare the lesson beforehand. After observing the lesson, they shall discuss it with the grade teacher concerned. The Principal of the Model School shall, as often as practicable, take part in such discussion.

(3) (*a*) Teachers-in-training shall be notified by the grade teacher, after consultation with the Principal of the Model School, of the subject and the scope of the Practice-teaching lesson to be taught by them.

(*b*) Before beginning a Practice-teaching lesson the teacher-in-training concerned shall prepare a plan of such lesson for the consideration of the grade teacher concerned or of the Principal of the Model School, as the latter may direct.

(*c*) Continuous practice-teaching for several periods towards the end of the course shall be required, the teacher-in-training being wholly responsible for the discipline of the class.

(4) Concerted work on the part of the teachers in the Model and the affiliated School shall be secured by frequent conferences, especially at the beginning of the session.

DETAILS OF COURSES

Science of Education

15. The object of the course in the Science of Education is to provide the teacher-in-training with a working conception of the nature of education which will be useful to him in forming ideals and determining procedure, to give him a rational basis for intelligently evaluating and selecting subject matter and methods of instruction and to improve natural tact and skill through the acquisition of experience, with the least expenditure of time and energy.

The course, which shall be as practical as possible, includes Psychology, Child Study, and General Methodology, as follows :

Aim of Education: Examination of some of the current definitions of Education; relation of aim to procedure in Education.

Laws underlying the Process of Teaching: The relation of analysis to synthesis, and of induction to deduction.

The Plan of the Recitation: Adjustment to the needs and to the capacities of the pupils; relation of previous work; examination of the "five formal steps" of the Herbartians.

Methods of Instruction: Purpose of methods of instruction.

Questions and Answers: Use of questioning in the development of the individual and general notions; right and wrong methods of question-

ing and answering; examination of the so-called Socratic method; answers; qualities of a good answer; treatment of faulty answers; mistakes in dealing with answers; illustrations, their office and value.

Instincts and Interests: The place of natural tendencies in the development of mental life; a study of some of the more significant of the child's instincts and interests; methods of eliminating, strengthening, or modifying instincts and interests.

Habit and Association: Nature of habit; relation of habit to instinct; conditions of the formation of habits; the laws of habit applied to school studies, especially to those involving the acquisition of skill, such as writing, reading, manual training, art, etc.; the place of habit in character formation; nature of association; conditions of association; relation of association to habit; how to form permanent associations; relation of habit to character.

Apperception: Nature of apperception; necessity for making subjects taught meaningful; the process of interpreting the new in terms of the old applied to school studies; significance of the maxim, "Proceed from the known to the related unknown."

Attention: Nature of attention as a process; conditions of attention; relation of attention to habit and association; interest in its relation to attention; voluntary and non-voluntary attention distinguished; attention in young children and in adults compared; methods of securing and retaining attention; obstacles to attention.

Retention: Conditions of retention; the relation of retention and apperception; the factors in efficient recall; functions of the drill lesson and of the review lesson; methods of conducting drill and review.

Individual and General Notions: How they are distinguished from each other; how individual notions should be approached and presented; how to proceed from individual to general notions; the value of types in the development of general notions; how general notions should be applied.

Impression and Expression: Their interdependence; importance of this interdependence as the basis for the constructive side of school work; its bearing upon the development of character.

Books of Reference:—

Ontario Normal School Manual: *The Science of Education.*

Betts: The Mind and its Education.

School Organization and Management

16. The object of the course in School Organization and Management is to give the teacher-in-training, in the light of the Science of Education, a knowledge of the art of school management and organization, which shall enable him to secure the orderly and efficient working of a one-teacher school.

The course embraces the following topics:

The Teacher: Natural qualifications of a good teacher; importance of scholarship, of training, of experience, of professional studies, of

wide culture, of Teachers' Institutes; of good magazines, professional and cultural, etc.; the teacher's duties as set forth in the Regulations; civic and social duties; personal power and influence in the school, in the community; daily preparation for teaching; correcting written exercises; care of health.

Classification: The value of school organization; evils of over-classification; promotions, when and how made.

The Daily Programme: Principles involved in the construction of a time-table; seat work; individual blackboard work; the question of fatigue; typical time-tables for ungraded schools; school records.

Written Examinations: Good effects; bad effects; school results that cannot be tested by examinations; how to set examination papers; reading and valuing the answers; examinations as related to promotions.

School-room Routine: Chief varieties of mechanizing routine, their advantages and disadvantages; appointment of monitors.

Desirable Habits: Punctuality, regularity, neatness in person and in work; accuracy; promptness; quietness; industry; obedience; truthfulness; honesty; the relation of the preceding to moral training; manners embracing those social rules which are the outgrowth of regard for the feelings and convenience of others, as set forth in the text-book (Manners), the most important being taken up early in the course. The conduct of the teachers-in-training shall be duly supervised throughout the session.

School Incentives: Kinds and office; effects on character, on school work, on health; proper incentives.

Order and Discipline: Meaning of good order; the chief elements of governing power; faults and how to avoid them; co-operation of school and home; punishment: ends and necessity, right conditions, judicious punishment, injudicious punishment; the discipline of consequences.

Physical Education: Relations of physical and intellectual development; importance of change of work; value of plays and games; organized or unorganized play; the teacher on the playground; physical exercise within the school.

The Kindergarten: Its essential principles; relation to the school system as a whole.

Accommodations and Equipment: For the necessary details of School Accommodations and Equipment, the teacher-in-training is referred to the Regulations of the Public and Separate Schools.

School Law and Regulations: The Ontario School Law and Regulations in so far as they deal with the duties and obligations of teachers and pupils.

Note.—The following should be emphasized:—
The importance of signing the name correctly and the Christian name in full and of specifying, in the case of females, whether Miss or Mrs.

The necessity of making all agreements clear and conclusive. They should be contracts as provided by the statute. To substitute for the contract an agreement made orally or by letter correspondence often leads to misunderstanding and difficulty. (P. S. Act, section 87 and form of agreement.)

NOTE.—Every school register contains two copies of a form of agreement, one for the teacher and one for the Board. Additional copies may be obtained on application to the Department.

Duties of teachers and Inspectors. The payments of the Grants. All other matters directly affecting the teacher, trustees and school. (P. S. Act, sections 6, 7, 8, 9, 82, 84, 85, 86, 87, 88, 101, 116; and Instructions 12 and 13.)

The calling and conducting of school meetings and the consideration of matters incidental thereto, such as the duties of auditors, appeals to Inspectors, etc. (P. S. Act, sections 49-54, 59, 63, 66, 72, 75-81.)

Non-resident pupils and the charging of fees. (P. S. Act, sections 70, 71.)

Penalties and prohibitions regarding the buying and selling of text-books and school supplies. (Department of Education Act, section 28; P. S. Act, section 113.)

Ontario Public Health Act and Regulations, so far as they pertain to teachers, pupils, and the school.

NOTE.—The Sections of the School Law and the Public Health Act and of the School Regulations referred to in the above syllabus are furnished by the Department in a special Circular. The final examination on School Organization and Management will include questions on School Law and the Public Health Act and on the Regulations.

BOOKS OF REFERENCE:—

Ontario Normal School Manual: *School Organization and Management.*

Public School Manual: *The Timetable.*

Bagley: Class Management.

White: School Management.

Landon: Principles and Practice of Teaching and School Management.

Ontario Schools Acts and Regulations.

Ontario Public Health Act and Regulations.

Special Methodology

17. The object of the courses in Special Methodology is to prepare the teachers-in-training for intelligently observing and teaching in all grades of the schools by enabling them to apply the Science of Education, and in particular to adapt to the work in each subject the principles of General Method.

The course embraces the following topics:

(1) An introductory general survey of the Public and Separate School Course of Study with a view to understanding its purpose as a whole, the special object of each subject, and the correlation of the different subjects amongst themselves.

(2) A systematic review of the subject matter of the Public and Separate School text-books; such study to be concurrent with special methods of instruction, accompanied by type lessons and other illustrations of the most important topics, and including those topics detailed under each head below, so that the teacher may know how to use each text-book. The work in the special methodology of each subject should

be introduced by a few lessons of a general character, embracing the application of the principles of general method to the teaching of the subject.

The special methodology of teaching English to French-speaking pupils is outlined under Oral and Written Composition below, and is fully dealt with in the Manual of Methodology. For the methodology of French Reading and Grammar, no special provision is necessary; it may easily be adapted to the Methodology of English Reading and Grammar. Notwithstanding the differences of the content of English and French Reading and Grammar, the Methodology of the former may easily be adapted to the latter by the teacher himself. In the case of Grammar, however, elementary French Etymology should be taken up in the Language Lessons of Form II on account of the numerous inflections which must be assimilated early in order that the pupil may be able to write and spell even simple sentences.

NOTE.—Manuals of method in the subjects of the Public School courses are being prepared. Nearly all have been already published, including a manual for teaching English to French-speaking pupils. The Manuals will be supplied free to the teachers-in-training.

BOOKS OF REFERENCE:

Arnold Foster: This World of Ours.
Geikie: Teaching of Geography.
Smith: Teaching of Elementary Mathematics.
Young: The Teaching of Mathematics.
Magnan & Tremblay: Méthode de Langue Française. Teachers' Ed. I Book, II Book.
Les Frères des Ecoles Chrétiennes: Méthodologie.
Les Frères des Ecoles Chrétiennes: Eléments de Pédagogie Pratique, Vol. II.
Carré et Liquier: Traité Pédagogie.
Prang's Text-Books of Art Education.
Prang's Drawing Course.
Cuffin: A Child's Guide to Pictures.

Oral and Written Composition

(1) The special object of the course in Oral and Written Composition is to prepare the teacher-in-training to train his pupils to speak and to write good English and good French as a fixed unconscious habit, and to think clearly and logically as a basis for clear and logical expression.

The course embraces the following topics:—

Introductory.—The relation of oral and written composition; how habits of speaking and writing correctly are formed; the effect of the teacher's example upon the pupil's language; importance of libraries for supplementary reading; influences opposed to good usage; incidental work in language training; expression as a stage in the development of every lesson; necessity for special exercises in oral and written composition. Special stress should be laid on oral composition for Junior Classes.

Methods in Oral and Written Composition: Methods of encouraging the pupil's free natural expression and of extending his vocabulary through oral exercises; principles governing criticism of oral work; the dangers connected with such criticism and the means of avoiding them; value of formal linguistic exercises; the relation of a knowledge of grammatical rules to the development of correct forms of speech; methods of correcting common errors; relative value of pupil's own language and of special exercises in false syntax as material for criticism; the principles to be kept in view in conducting exercises in written composition; supervision and aid during writing; value of topical outlines; the place of home-work in written compositions; methods of correcting compositions; value of re-writing.

Mechanics of Written Composition: Sentence and paragraph structure; paragraph composition; the use of capitals, margins, punctuation marks, quotation marks, abbreviations, etc.

Materials for Written and Oral Composition: Principles governing choice of topics; gathering, selecting, and arranging material; class answers as material for oral composition; importance of framing questions that will require answers of considerable length; the reproduction of fairy and folk stories, fables, poems, biographies; relative value of reading and telling stories; transition from reproduction to originality; descriptions of personal experiences, real and imaginary; pictures suggestive of stories; school games; autobiographies of familiar things; developing themes from minor incidents, themes connected with school studies, general themes; letter writing, with special attention to form and style; invitations and replies thereto; bills, receipts, promissory notes, etc.

Teaching English to French-speaking Pupils of Form I: The following special methodology of teaching English to French-speaking pupils of Form I should be discussed and illustrated in connection with the Manual. The Natural, or Direct, method: The establishment of the same direct association between experience and expression as exists in the use of the mother tongue—in associating in the mind the impression or idea directly with the English word, and, in the process, the successive use of the eye, ear, and voice—showing, expressing, and having the pupils repeat. The object of the method is to give the pupils the command of the language as a means of oral and written self-expression.

If the natural method is properly applied the mother-tongue will be required only to clear up difficulties or to avoid a loss of time, and in that case its use should be confined to explanations which are absolutely necessary.

The value of Nursery Rhymes and Memory Gems as a means of acquiring a good pronunciation and of developing the sense of rhythm.

The pupil should understand clearly the meaning of everything he says, and should never be asked to write or memorize anything that he does not understand clearly, and that he cannot say correctly.

These methods are to be adopted when the pupil has already acquired some knowledge of English.

Reading

(2) The special object of the course in Reading is to prepare the teacher-in-training to train his pupils to find for themselves the writer's thoughts and feelings and to communicate them to the listener so that he may appreciate them.

The course embraces the following topics:—

Introductory.—The correlation of reading with other subjects; function and value of oral and silent reading; importance of training in the principles of vocal expression to the pupil's ordinary speech and general culture; the limitations of the pupil's ability to interpret words; his previous preparation.

Methods in Reading: The word, sentence, phonic, and combination methods; devices for securing rapid word recognition and for fixing attention upon the thought as well as upon the word forms in the earlier stages; means of securing natural expressive reading; the place and limitations of imitative reading; common faults on the part of both pupil and teacher and how to correct them; criticism by teacher and by pupils; change in purpose and methods of reading as determined by the development of the pupil's experience and powers; methods of developing in pupils the habit of reading for thought and for pleasure; reading as a means of creating and fostering a taste for good literature; the value and use of supplementary readers and supplementary reading.

Spelling

(3) The special object of the course in Spelling is to prepare the teacher-in-training to train his pupils to use the recognized forms in the mechanism of written word expression.

The course embraces the following topics:—

Introductory.—The correlation of spelling with other subjects; causes of the difficulties experienced by pupils in learning to spell; causes of incorrect spelling.

Methods in Spelling: Necessity for teaching, not merely testing spelling; phonic exercises and word-building in relation to spelling; syllabication; the place of transcription and dictation; methods of checking and correcting errors; value of re-writing; prevention *versus* correction; the character of drill and review exercises in spelling; methods of varying the spelling recitation; value of rules in spelling.

Material for Spelling: Principles of selection of material for spelling; grouping of words for the purpose of spelling; incidental spelling; uses of the dictionary and of the spelling-book.

Literature

(4) The special object of the course in Literature is to prepare the teacher-in-training to create in his pupils a taste for good literature and to provide them with an ennobling means of enjoying their leisure while broadening their knowledge, moulding their characters, and aiding them to appreciate the beauty and power of artistic expression of thought and feeling.

The course embraces the following topics:—

Selection of subject-matter for Literature Lessons: Qualities of literature that appeal to children of different ages; basis of selection of material for different grades; lists of suitable nursery rhymes, fairy tales, fables, nature stories, etc., adapted to children of lower grades and of works for pupils in the highest grades; complete wholes *versus* extracts.

Methods in Literature: The application of the principles of general method to the teaching of literature; methods of dealing with primary literature; comparison of values of reading and telling; method in supplementary reading contrasted with that in exact study; the importance and method of memorizing selections; the value of oral reading in the interpretation and appreciation of literature; the importance of the teacher's own ability to read well; the place, the value, and the methods of using *The Golden Rule Series of Readers.*

Lesson procedure: Preparation of the pupils; necessity for preparing a suitable mood for the lesson; how far the author's biography has a place here; preliminary reading of the selection; the main thought of the lesson grasped in a more or less indefinite way through a reading of it; the analysis of a selection into its wider thought elements and the analysis of these again into their elements; the place of explanation of words and phrases; the use of the dictionary; the relation of the subordinate thoughts to the unity of the whole, the main thought of the selection as made definite by the analysis; the oral reading of the selection by pupils after study; the value of oral and written reproduction and of memorization; suitable seat work.

Examinations in Literature: Difficulties of examining in literature; specimen examination questions.

Teacher's preparation: Special importance of the teacher's own qualifications; supplementary reading in English literature during the session for teachers-in-training; suggestions for their future reading.

School Library: Principles to be kept in view in selecting works for the school library; methods of making use of the school library; means of securing the co-operation of the home in the pupil's reading.

NOTE.—Books suitable for supplementary readings may be found in the Catalogue of Books recommended for Public and Separate School Libraries.

Grammar

(5) The special object of the course in Grammar is to prepare the teacher-in-training to secure precision of expression on the part of the pupils, to train them in habits of logical analysis, and to give them a basis for self-criticism in language by developing the principles of language structure.

The course embraces the following topics:—

Introductory.—The meaning of Grammar; the relation of Grammar to speech: correlation with other subjects; reasons for deferring the formal study of English Grammar till Form IV; when to begin the study of French Grammar.

The sentence as the starting point; basal value of function; order and method of teaching the parts of speech; principles of classification as applied to grammar; inflection, use and value of our remaining inflections; rules of syntax, their value; use of grammatical terminology; definitions, their value; how definitions are to be obtained, how to be applied; analysis and parsing, aim and value of each; value of diagrams; oral and written exercises; treatment of false syntax; its relation to composition.

History

(6) The special object of the course in History is to prepare the teacher-in-training to arouse in his pupils an interest in historical characters and events, to give them a knowledge of their civil rights and duties, and to stimulate a love of high ideals.

The course embraces the following topics:—

Introductory.—The correlation of history with other subjects, especially geography; the special value of Canadian and of British history; the proper perspective in the development of the subjects; parts enlarged in the academic review; what makes an event important.

Methods: The recitation, its form and purposes; the place of oral teaching and of blackboard work by teacher, and of written exercises at seat and at blackboard by pupils; methods in oral and in written work; the use of pictures, maps, etc.; of readers and of the text-book; relation of method to the personality of the teacher and his knowledge of the subject; special importance of preparation of lesson by teacher owing to mass of detail; errors to be avoided; the proper and systematic use of the History Reader for Form III.

The selection and arrangement of material suitable for different grades; the place and purpose of local history and of the history of the aborigines and pioneers.

Biography: The natural attractiveness of biography; the relation of biography to history; the use of a study of biography on the development of character; selection of suitable biographies for pupils of different grades, as the lives of explorers, navigators, and soldiers for primary grades; of statesmen, poets, scientists, etc., as representing more complex conditions, for pupils of higher grades.

Epochs: Their relation to biography; systematic chronological study of history; its value and its dangers; the causal sequence of events.

Civics: Ends to be kept in view in teaching civics; consideration of work to be undertaken in civics; study of civic institutions as appearing in their lowest forms among primitive peoples; the beginnings of governments, of courts, of school systems, of factories, of means of transportation, etc., study of present forms of civic institutions.

Supplementary material: The use of mythology, ballads, orations, epics, legends, tales of chivalry, narrative poems, and historical novels;

character of history readers and of supplementary works for the different grades. Significance and value of our Flag. The causes and significance of the present European War.

NOTE.—The Story of the War, published by T. Nelson & Sons, in monthly parts, is recommended by the Minister.

Geography

(7) The special object of the course in Geography is to prepare the teacher-in-training to extend the pupils' knowledge of the earth and its relation to life thereon, and to assist them in interpreting and utilizing their environment in accordance with their needs.

The course embraces the following topics:—

Introductory.—The relation of Geography to other subjects, especially to Nature Study, Elementary Science and History.

Review: The review of the course should lay emphasis on the study of the earth's surface and the changes wrought thereon by the various agencies; rock formation and soils; distribution of mineral products; plant and animal life; the earth's relation to other heavenly bodies; weather and climate; man's relation to the rest of the world; commercial and political geography.

Methods: The order of development of the subject in rural and urban schools; the use of maps, globes, pictures, blackboard drawings, natural objects, specimens of products, stereoscopic views, sand-table, scrap-book, modelling, map drawing, scales and projections; weather observations and records, simple experiments in explanation of natural phenomena; excursions for observations in local geography; the use of the reference library, books of travel, geography readers, etc., common mistakes in teaching geography and means of avoiding them; special importance of the preparation of the lesson by the teacher owing to the mass of details; the proper and systematic use of the Geography Reader for Form III.

Nature Study

(8) The special object of the course in Nature Study is to enable the teacher-in-training to train his pupils to observe and interpret independently the common phenomena of the world around them, and thus to broaden and deepen their sympathies with nature.

The course embraces the following topics:—

Introductory.—The relation of Nature Study to formal science; its correlation with other subjects.

Material for Nature Study: Conditions determining the choice of material for nature study lessons for pupils of different grades, and for varying conditions in rural and urban schools; uses and limitations of books, pictures, models, collections, etc.; supplementary materials such as stories, literature, etc.

Methods in Nature Study: Nature Study as a method; special characteristics of a typical nature study lesson; directions for conducting school excursions. The study of special typical topics dealing with materials of nature study and illustrating methods of presentation in all grades of public and separate schools.

NOTE.—As often as practicable teachers-in-training should make excursions for the purpose of studying materials in their natural environment and relations. They should make collections of different kinds for their own use as well as to enable them to direct as teachers the practical side of nature study. The nature of the collections will be regulated by the kind of school in which the student will be likely to teach; rural teachers should make collections of weeds, weed seeds, economic plants, diseased plants, injurious and beneficial insects, etc.; urban teachers, of factory products, garden flowers, etc.

Arithmetic

(9) **The special object of the course in Arithmetic is to enable the teacher-in-training to train his pupils to acquire facility, accuracy and promptness in the use of abstract numbers as applied to the problems of everyday life, and to reason correctly as the result of the logical processes required in arithmetical calculations.**

The course embraces the following topics:—

Introductory.—The relation of Arithmetic to the other subjects of the curriculum; importance of its practical aspects as related to the lives of the pupils; danger of over-estimating its value; the various steps involved in the development of the number idea; the unit, its nature and use; the necessity for standard units; number, a ratio.

Methods in Arithmetic: Analysis and synthesis, induction and deduction, compared, illustrated, and applied; graphic methods; use of concrete material in making clear new processes and in verifying and interpreting operations performed; the use of the text-book and the prescribed apparatus; the importance of training in, and devices for securing neatness, accuracy and speed in computation; the importance, place, and treatment of oral arithmetic; the value of problems; the essentials of proper solutions; solutions by full analysis, and by performing operations only; "unitary" method and method of direct measurement; grading of problems; interest in problems for which the pupils themselves furnish the material; blackboard work; drill and examination work in arithmetic; checking written work in the class-rooms.

A thorough treatment of the various arithmetical operations and their applications, with special stress upon the requirements of teachers engaged in Rural Public or Separate School work. The work to the end of Form III should receive most attention, even if this entails the omission of some of the topics under applied arithmetic. The course should include the following:—

Counting; measuring with standard units; numbers from 1 to 10, from 10 to 20, etc.; number pictures; notation and numeration; addition-tables, exercises, devices; subtraction by decomposition, by equal additions, and by complementary additions; multiplication, relation to other operations, tables, exercises, factors; division, short and long; factoring; cancellation; division by factors; measures and multiples.

Fractions: How and when to be introduced, different interpretations, notations, rules for operations deduced and applied; decimal fractions, correspondence of methods of numeration, notation, and operations with those of integers, recurring decimals.

Applied Arithmetic: Percentage, trade discount, commission, insurance, taxes, interest, discount, stocks, exchange; tables of weights and measures; the metric system; mensuration including the areas of rectangles, triangles, parallelograms, and circles, and the volume of rectangular solids, cylinders, prisms, cones, and spheres; square root.

Writing

(10) The special object of the course in Writing is to enable the teacher-in-training to record his thoughts and feelings rapidly and legibly so that they may be read with the least possible effort, and to make him familiar with the best means of securing the same results with his pupils.

The course embraces the following topics:—

The purpose of writing; its correlation with other subjects.

Penholding; position at the desk; position of the paper; the proper formation of the small and the capital letters and the figures; various movement exercises, practice on paper and on the blackboard.

Use of headlines and copybooks; use of blank paper; its ruling; value of transcription, dictation and composition in writing; use of the blackboard to teach the correct form of each letter singly and in combination; how general and individual faults are corrected; the formation of a characteristic hand; how to deal with pupils having some physical disability.

NOTE.—After the teacher-in-training has mastered in class the proper formation of the letters, etc., and the movement exercises, the master should require him to hand in from time to time exercises for criticism until his handwriting is satisfactory.

The writing in the Schools is so generally defective that the subject must receive special emphasis during the course and at the examinations.

Art

(11) The special object of the course in Art is to give the teacher-in-training such a knowledge of the subject, such a training of his aesthetic nature, and such facility in the use of Art as a means of expression, as will enable him to develop like tastes and powers in his pupils. Free expression rather than attention to minute details is to be encouraged.

(*a*) The course embraces the following topics:—

Introductory.—Art as a mode of expression and a means of aesthetic culture; its correlation with other subjects in the school course.

How to use the various mediums: Charcoal, ink, coloured crayons, water colours, and pencil.

Plant Study, including the drawing of plants or of any parts of plants in ink, charcoal, crayon, or pencil mass, and in water colours, pencil outline, and pencil values.

Tree Study in any medium.

Landscape in ink, water colours, and pencil.

Object Drawing: Simple familiar objects in charcoal, ink, or pencil mass.

The drawing with pencil of common spherical, cylindrical, and rectangular objects illustrating the principles of freehand perspective.

Illustration: Games, occupations, nursery rhymes, and stories chiefly in charcoal, pencil, and ink.

Pose Drawing: Ink mass, pencil outline, pencil values, and water colours.

Blackboard Drawing: White and coloured crayons and charcoal.

Colour Harmonies and Neutral Values: Water colours.

Design: The repetition of simple units to form borders and surface patterns and the application of design to constructed objects so as to show good spacing.

Vocal Music

(12) The special object of the course in Vocal Music is to enable the teacher-in-training to cultivate in his pupils a taste for good music, to provide an ennobling means of emotional self expression, and to afford an agreeable change in the routine of school-work and the occupations of daily life.

(*a*) The course embraces the following topics:—

Tune: Practice in singing, from the Tonic-Solfa modulator, or the Staff, the simpler intervals of the Major Scale, in various keys.

Time: Practice in singing rhythmical studies in simple or compound duple, triple, or quadruple times; the pulse as the unit of measurement in time, with its division into halves, quarters, or thirds in varied combination.

Voice Culture: Practice in correct tone production; vowel formation; enunciation of consonants; breath control; correct intonation; and the equalization of the various registers of the voice.

Songs: The study of Rote Songs adapted to the lower forms of public schools.

The study of songs learned by note, from the Tonic-Solfa or Staff notation; part songs and patriotic songs of recognized merit. These should commence with the simpler elements of time and tune, and proceed to the more advanced grades, in so far as the time available for this purpose will permit.

(*b*) Teachers-in-training who, from any cause, consider themselves incapable of learning to sing should present their cases to the teacher of music at the beginning of the term. If, on examination, it should be

found necessary, special instruction will be provided, adapted to their needs; and their efforts to overcome any natural disability which may be found to exist, will be taken into account at the oral examination at the close of the term. The written examinations, however, are compulsory for all students, and, if the teacher-in-training is unable to sing, his certificate will so state.

Hygiene

(13) **The special object of the course in Hygiene is to provide the teacher-in-training with the knowledge requisite for the maintenance of the health of both himself and his pupils, and to qualify him for supervising the sanitary conditions of the school and its surroundings.**

The course embraces the following topics:—

General instructions for the detection of the existence of common communicable diseases, to enable the teacher to comply with the provisions of *The Public Health Act*; modes of preventing spread of these diseases. The proper and systematic use of the Hygiene Reader for Form III.

Personal Hygiene: Care of teeth, skin, eyes and ears; relation of exercise to health; effects of alcohol and tobacco.

First aid in such cases as fainting, suffocation, drowning, hemorrhage, fractures and dislocations, venomous stings, poisoning, frost-bites, sun-stroke and heat-stroke, burns; bandaging.

Physical Culture

(14) **The special object of the course in Physical Culture is to enable the teacher-in-training to make proper provision for the physical training of his pupils. With hygiene (school and personal) as a basis it prescribes and directs rational forms of exercises for the attainment and maintenance of health, the development of a symmetrical body, and the formation of habits of grace and ease in muscular movements.**

The course embraces the following topics:

Breathing Exercises: Running, hopping, quick walking.

Leg Exercises: Standing positions, fundamental stride, etc.; standing with flexions of ankles and knees; fall-outs; charges, fencing positions and kneelings.

Arm Exercises: Starting position, hands at side, at shoulders, at thrust, at upward bend, at formal bend; movements of raising, swinging, rotation, circling, flexion, and intension.

Neck and Trunk Exercises: Flexion, extension, and rotation.

Free Exercises: All the simpler forms from fundamental positions; also compound movements of two parts in the same, opposite, and right-angled directions.

Tactics: Facings and steppings; marching in various formations of rank, file, column, etc.

Special Exercises: For correcting the individual defects that may be found among children.

Recreative Gymnastics: Indoor and outdoor games.

BOOK OF REFERENCE:—

The Syllabus of Physical Exercises for Public Elementary Schools, The Copp, Clark Co., Toronto.

Manners

(15) **The special object of the course in Manners is to enable the teachers to train their pupils in those social rules of conduct that are the outgrowth of regard for the feelings and convenience of others.**

Especial care shall be taken that, while in attendance, the teachers-in-training shall observe the rules of courtesy and social etiquette.